

Music Lesson

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Lesson Name: Quick Draw

For Grades: 1-6

National Standard Goals:

5. Reading and notating music.

- b. Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

6. Listening to, analyzing, and describing music.

- a. Identify simple music forms when presented aurally.
- b. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

Materials Needed:

Barred instrument or separate tone bars, guitar (optional), piano or electronic keyboard (optional), white board & marker or note magnets (optional).

Procedure:

Quadrant 1: Why?

1. **Announce:** today we are ready to play Quick Draw — a fun game that gives you points for remembering about the dwarf hand signs, their sounds, and where the notes go on a staff.

Quadrant 2: What?

2. **Object of the game:** to earn points for your team by being faster to show the correct hand sign. This is a silly game in which people are always getting into pretend gunfights, like in the old wild West. Don't worry, I hate violence, so we won't be using real guns, or even pretend real guns. Instead we'll be pretending to use squirt guns. But just to keep it more interesting, we'll pretend the squirt guns are filled with skunk juice. Therefore, no one will get killed in this game or even pretend killed — they will just smell bad.
3. **If you want to play the game,** you raise your hand when I drop my head. This is my signal for asking for volunteers. If you lose the gunfight you do not lose a point. There is a way to lose a point, however. If you raise your hand and I chose you to play, then you back out, it costs your team a point for wasting everyone's time. Don't raise your hand unless you really want to play.

Quadrant 3: How?

4. **Teacher starts off story** (can accompany yourself on a guitar, keyboard, etc playing melodramatic music as in an old silent film, if you want). Story starts: a long time ago out in the old wild West, there were some real bad, nasty, no good, rotten, low-down scum called outlaws. They used to ride around being mean to people — they'd beat 'em up, stab 'em, shot 'em, and sometimes they would even call people names. One day one of the meanest, dirtiest, ugliest, and smelliest of all the outlaws decided to go to town. His name was _____ (chose a boy volunteer). He got on his horse and rode to town. Meanwhile, back in town, _____ (chose a girl volunteer) came out of the local hat shop and sashayed down the street. In came _____ riding on his horse. When he saw _____, he pulled on his horse's reins and said, "Whoa." He leaned over on the neck of his horse and said, "Hey

toots! How about givin' me a big lipper?" She replies, "Why, I'd rather kiss your horse!" He says, "Oh yeah, then GO FOR YOUR GUN."

5. Students put hands on their 'holsters' and wait for the teacher to say, "They fire the hand sign for ____" (choose a hand sign). Winner gets a point. Loser goes off somewhere to soak off the smell.
6. The winner then goes off to find someone else to get in a fight with (story varies from here).

Quadrant 4: What if?

7. If neither gunfighter gets the sign correct, give a point to the first person in the class you see showing the correct sign. In other words, everyone in the class should be practicing the signs all the time with the gunslingers.
8. After the class has gotten used to the process, play all the pitches they know the signs for, then play a "mystery" note for students to show the sign for instead of calling out the name.
9. Then play the game with written notes. Draw a staff on the board and write "So" somewhere on a line or space. Place a magnet or draw the note gunfighters fire.

Method of Evaluation:

Teacher continuously monitors students hand signs from stimuli of name, tone, and writing.